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EDUCATION STAFF TRAINING DEVELOPMENT PROGRAMME

REPORT OF TECHNICAL SUPPORT TO THE NATIONAL EDUCATIONAL PLANNING SEMINAR FOR EDUCATIONAL ADMINISTRATORS, PLANNERS, CURRICULUM DEVELOPMENT PERSONNEL AND TEACHER EDUCATORS ON THE ORIENTATION OF EDUCATIONAL POLICIES PROGRAMMES AND PRACTICES, MSIMBAZI CENTRE, DAR ES SALAAM, TANZANIA, 15 - 27 FEBRUARY 1988

LC/NAIROBI

(Planned and organized by the Institute of Curriculum Development (Dar es Salaam) in collaboration with the German Foundation for International Development (DSE) and the technical support of the United Nations Economic Commission for Africa (ECA)).

UNITED NATIONS

March 1988

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UNITED NATIONS ECONOMIC COMMISSION FOR AFRICA
PUBLIC ADMINISTRATION, MANAGEMENT AND
MANPOWER DIVISION

Report of Technical Support to the National Educational Planning Seminar for Educational Administrators, Planners, Curriculum Development Personnel and Teacher Educators on the Orientation of Educational Policies, Programmes and Practices

MSIMBAZI CENTRE, DAR ES SALAAM
TANZANIA 15 - 27 FEBRUARY 1988

Planned and Organized by the Institute of Curriculum Development (Dar Es Salaam) In Collaboration with The German Foundation for International Development (DSE) and the Technical Support of the United Nations Economic Commission for Africa (ECA)

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PART ONE
SEMINAR ORGANIZATION

I. Organization

1. The Seminar on Educational Planning was planned and organized by the Institute of Curriculum Development in collaboration with the German Foundation for International Development (DSE) and the technical support of the United Nations Economic Commission for Africa (ECA).

II. Date and Venue

2. The Seminar was held at Msimbazi Centre, Dar Es Salaam, Tanzania from 15 to 27 February 1988.

III. Participation

3. Participants to the Seminar comprised educational policy-makers, planners, administrators, inspectors of schools, curriculum developers and implementors. One participant came from Malawi Institute of Education as a member of the Eastern and Southern Africa Curriculum Organization (ESACO). (Annex I).

IV. Resource Personnel

4. The Seminar was serviced by three external resource persons from the Malawi Institute of Education (MIE), Domasi, Malawi; the United Nations Economic Commission for Africa (ECA), Addis Ababa, Ethiopia; and the Ministry of Education (Planning) Lusaka, Zambia; and one internal resource person from the Ministry of Education (Planning), Dar es Salaam, Tanzania (Annex II). The ECA resource person also served as the technical co-ordinator of the seminar and provided technical guidance for the preparation of this report and for the day-to-day programme activities of the Seminar as Chairman of the Steering Committee. In addition the ECA and the MIE resource persons each prepared three technical working papers, whereas the two planners from the Ministries of Education, Tanzania and Zambia prepared one and two papers respectively. (Annex III).

5. In support of the resource persons, four senior officials from the Institute of Curriculum Development in Dar-es-Salaam served as rapporteurs to ensure correct account of the proceedings. (Annex II b).

V. Rationale for the Seminar

6. Since independence in 1961, Tanzania has made

considerable achievements in quantitative expansion of education. Significant successes have been in the provision of mass education as a result of deliberate national policies. Illiteracy has been reduced from 75% in 1961 to 9.4% in 1986. Universal primary education was introduced in 1977. Such quantitative expansion of education has not, however, been accompanied by corresponding qualitative improvement of education because educational planning has placed more emphasis on planning of physical facilities and resources than on improving the quality of education.

7. Immediately after independence it was felt necessary to provide more education in order to meet manpower needs. In the light of the recommendations of the UNESCO Education Planning Commission, a planning unit was established in 1963 within the Ministry of Education for the purpose of handling operational statistics and dealing with planning of physical facilities and resources. Thus educational planning focused on school buildings, equipment, number of teachers and enrolment of students. An institution for curriculum development or planning of educational programmes was not legally established until 1975 when the Institute of Education Act was passed by the Parliament. Even then quantitative planning continued to feature prominently in education. There is therefore great need for a balanced view on educational planning and giving due weight to planning of what is, how and when to be learnt. There is still great need for strengthening the search for relevant and practical education within the framework of national goals.

8. The administration of education is backed by legal instruments provided for in Education Ordinances and Acts. Thus the Education Ordinance of 1961 provided for the full establishment of Board of Governors for Secondary Schools and Teachers Training Colleges and the establishment of Local Education Authorities. The Education Act of 1969, which repealed and replaced the 1961 Education Ordinance, provided for the education reform in line with the policy statement of Education for Self-Reliance (1967) and transferred ownership and management of all grant-aided voluntary schools to the government. Better development of the education system in the light of the changes inherent in the policy statement of Education for Self-Reliance was provided for in the Education Act of 1978 which replaced the 1969 Education Act. Thus, the 1978 Act reinforced the administration and control of schools and provided for compulsory attendance in the light of universal primary education. What is and how it is to be learnt do not feature prominently in the Acts.

9. Various strategies have been used in bringing about educational changes. Some changes have been implemented by using a strategy which is characterised by a feeling of urgency and urge. Thus, the integration of education, the use of Kiswahili as a medium of instruction in all government and grant aided primary schools and the implementation of the objectives of education for self-reliance came into effect before appropriate instructional materials were published. Under these circumstances it was not possible to undertake systematic curriculum planning.

10. Efficient and effective educational system requires adequate planning which is balanced and systematic. There is need for understanding and appreciation of educational planning and development; the roles of policy makers, educational planners and curriculum planners; and the extent to which they are interdependent.

VI. Seminar Objectives

11. The general objective of the seminar was to enable personnel involved in decision making, planning, administration, and implementation to become more aware of the complex nature of educational planning and to better appreciate the interdependence of their roles. The specific objectives were to enable participants to:

1. appreciate the importance of national policies and educational objectives in educational planning, implementation and evaluation;

2. discuss approaches to educational planning and alternatives to be made;

3. appreciate the impact of educational policy decisions on curriculum planning and development;

4. appreciate the interdependence of roles of policy makers, educational planners curriculum planners and professionals at various levels of education.

VII. Content of the Work Programme

12. The Seminar covered the following topics:

Topic 1 Educational Planning in Tanzania since independence.

Topic 2 Problems and Approaches to Educational Planning

(a) Definition of terms and problems

(b) Need for educational planning

(c) Trends and approaches to educational planning

Topic 3 Objectives and Preparation of an Educational Plan and their Implications for Curriculum Development

(a) Concept of educational planning

(b) Clarification of educational objectives

(c) Definition of aims and objectives of education

(d) Authorities defining the goals of education

(e) Diagnosis of present conditions and recent trends

(f) The assessment of alternatives

(g) Translation of aims and objectives of education.

Topic 4 Educational Policies and their implications for the Educational Planner and Curriculum Developer.

(a) Changes in syllabuses, testbooks and other school materials

(b) Changes in teaching methodology

(c) Changes in the requirements of training and retraining of teachers

(d) Changes in class sizes and students/teacher ratios

(e) Changes in the structure of the school system

(f) Changes in the grade at which specialisation begins

(g) Changes in policies of promotion of students within a level of education.

(h) Changes in the school calendar, time organisation and utilisation of premises

(i) Changes arising from population distribution and migration.

Topics 5 Education Planning and Curriculum Development

(a) Curriculum planning

(b) Curriculum implementation and evaluation

(c) Improving curriculum instruction.

Topic 6 Management of Education Reforms

(a) Why reform and not improvement?

(b) What should be changed?

(c) The mechanisms and processes for educational reform

(d) The idea of change in education

(e) Personnel involvement in education reforms.

Topic 7 Costing and Financing of Educational Reforms

(a) Quantitative expansion of education

(b) Resource requirements

(c) Costing educational development

(d) Qualitative education and improvements

Topic 8 Data for Analysis and Decision

(a) Collection and analysis of data

(b) General criteria for data collection and analysis

(c) Policy relevant data

(d) Using data for projection of education development

Topic 9 Monitoring and Evaluation in Educational Systems

(a) Decisive factors in internal effectiveness

(b) Criteria for evaluating educational policies, aims and programmes

(c) Systematic approach to goal analysis and evaluation of educational programmes

(d) Evaluating the internal and external efficiency of an educational system.

VIII. Opening of the Seminar

13. The Seminar was officially opened by the Honourable Minister for Education, Professor Kighoma A. Malima, M.P. In his address he welcomed the participants and resource persons. He then highlighted the importance and uniqueness of the seminar. He said that in developing countries like Tanzania educational planning assumes special and crucial importance because a country cannot afford to squander its limited resources and frustrate people's expectations. He also highlighted what was involved in educational planning in terms of physical and human resources. The Minister showed great concern over the problems facing the great number of primary school leavers who are not selected for further education. He also showed concern over the relevance and adequacy of the content of education provided.

14. In view of these problems and issues, the Minister raised a number of important questions regarding primary education. The questions referred to the relevance of the content of education imparted to primary school children. These particularly touched on the need for relevant curricula which would enable school leavers to cope with life after school, and the urgency of finding inexpensive ways of universilizing and vocationalizing education. The minister expressed his hope that the seminar would address itself to such question. He ended his address with a note of thanks to the German Foundation for the International Development (DSE) for facilitating the participation of the resource persons in the seminar.

PART TWO

IX. Seminar Proceedings

Topic 1 Educational Planning in Tanzania

(a) Abstract

15. The paper was presented in three sections;
Section one gave different definitions of educational planning, its rationale and the various models of edrcational planning, such as the social model, cost benefit model and manpower requirement model. Section two summarized the various models of educational

development plans in Tanzania mainland since 1947. The last section contained an appraisal of the different approaches and then made brief conclusion and recommendations.

16. The paper highlighted the influence of politics on educational planning in Tanzania mainland, noting that frequent political decisions presented a major challenge to educational planners.

(b) Issues Raised

17. Following this presentation there was a discussion which centred on the following issues:

1. The mechanics involved in the educational planning process in Tanzania; it was explained that in Tanzania educational planning has often followed political decisions. After each political directive the directors of the Ministry of education form a committee to work out its implementation schedule.

2. As regards the influence of politics on educational planning in Tanzania; it was noted that often the planners are not given ample time to plan properly the implementation of political decisions.

3. As for the Tanzania Educational planning model, it was pointed out that Tanzania has been using the manpower requirement model for the last two decades. However, this model was considered inadequate to meet Tanzania's aspirations.

(c) Conclusion and Recommendation

18. Educational planning is a complex process which requires the cooperation of both the politicians and educational experts. Moreover, planning should not be confined only to one model, it should be based on a combination of the best elements of all the models.

Topic II Problems and Approaches to Educational Planning

(a) Abstract

19. The paper examined the concept, nature and characteristics of educational planning. It also analysed

major approaches to educational planning and their attendant problems and outlined types of educational plans and steps involved in the planning process. Finally, the paper raised a number of problems and issues that are vital to educational planning.

20. It highlighted three basic issues; first the reasons why education has failed to meet national aspirations; second, the significance of educational planning; and last, the steps involved in educational planning.

(b) Issues discussed

21. The issues discussed centred on the following three assignments:

(1) Background to Assignment One

22. The Third Five Year Plan (1975-1980) emphasized the continuation of the basic direction in education as spelt out in Education for Self-Reliance (ESR) and the Musoma Resolution. The stated goals of the third Plan were:

(i) to enable every child of school age to have a place in a primary school by November, 1977;

(ii) to change the trend of secondary and teacher education so as to:

(a) place more emphasis on technical and commercial subjects so that education will be more related to the work the student will be doing after leaving school;

(b) introduce teacher training into secondary schols in order to enable the students who attend these schools to teach in primary schools as needed;

(c) increase places for girls in secondary schools so as to:

(iii) to enable each Tanzanian to read and write and functionally use this knowledge in his daily life.

(iv) to continue the effort to achieve the goal of self-sufficiency in qualified and competent local manpower by 1980.

23. The Fourth Five Year Plan (1981-1986) indicated the basic direction in education as stipulated in the

third plan. The emphasis, however, was on the consolidation and rehabilitation of the education system at all levels. Further, it emphasized that secondary education would no longer be expanded according to manpower requirements, but would be determined by both the availability of resources and social demand for secondary education.

(i) Assignment

1. Examine and assess the shortcomings and achievements of the two plans in the fulfilments of these goals.

2. Where did we go wrong; and where did we do well?

3. In the light of findings and conclusions in (1) and (2) above, propose Tanzania's goals for education in the Sixth Five Year plan (1992-1996).

4. Suggest concrete measures and strategies for the achievement of such goals.

(ii) Participants' deliberations

(c) Answers to questions 1 and 2

A. Universal Primary Education (UPE) Programme

1. Time for the preparation of the programme was inadequate.

2. Acute shortage of financial and material resource such as buildings, teaching/learning materials.

3. Acute shortage of competent UPE teachers and UPE teacher trainers under the distant teacher training programme.

4. A declining rate of enrolment of seven-year-old into primary schools.

(iii) Achievements

1. About 35,000 UPE teachers were trained.

2. UPE pupils' enrollment rose from about 50% to about 79%

3. Through self-help spirit the people managed to build many new classrooms.

(iv) Causes of Shortcomings

Planning and implementation seems not to have been done properly

B. Diversification of Secondary Schools

(i) Shortcomings

1. Inadequate preparation.

2. Shortage of competent teachers.

3. Shortage of resources such as laboratory and workshop equipment.

4. Lack of reliable criteria for placing secondary school entrants into the biases.

5. Lack of plan to absorb the Form IV leavers apart from those who went to Form V and vocational institutions.

(ii) Achievements

A number of secondary schools were converted into various biases

C. Introduction of Teacher Training in Secondary Schools

(i) Shortcomings

1. Secondary schools were not prepared for training their students to teach in primary schools.

2. The Forms III and IV students were more concerned with preparing themselves for their final examinations.

D. Increasing Places for Girls in Secondary Schools

(i) Shortcomings

The admission of girls with poor performance into secondary schools.

(ii) Achievements

1. More girls were admitted into secondary schools (36% in 1982 and 40% in 1986)

2. An increase of girls' enrolment into technical schools (10.9% in 1982 and 11.8% in 1985)

E. Literacy Programme

(i) Shortcomings

1. Inadequate materials for continued functional literacy

2. Shortage of facilities such as reading spectacles, desks and classrooms.

3. Lack of motivation for adult education teachers.

(ii) Achievements

Over 90% of Tanzania adults can read and write.

F. Self sufficiency in Manpower

(i) Shortcomings

1. Misallocation of manpower

2. Lack of proper planning for manpower requirements

3. Lack of attractive conditions of service for local experts.

(iii) Achievements

Appointment of local experts to key positions.

(ii) Cause of shortcomings

Inaccurate projections of manpower requirements and lack of coordination among the planning units of different ministries.

(d) Answer to question 3

Goals and Strategies for the Sixth Five Year Plan 1992-1996

Goals	Strategies
1. All children of school age should be enrolled in primary schools by 1996.	(a) Enact or enforce the law on enrolment and attendance. (b) Introduce double sessions and/or build new schools. (c) Provide educational materials and equipment.
2. Consolidation of secondary schools diversification programme.	(a) Provide adequate teaching and learning materials and facilities. (b) Provide qualified personnel (c) Retrain serving teachers.
3. Increase Form I enrolment from 5% - 10%.	(a) Increase class size. (b) Introduce double sessions whenever possible.
4. Training of more secondary school teachers.	(a) Introduce crash programme for the training of secondary school teachers. (b) Streamline teacher training at the university.
5. Establish a manpower data bank.	(a) Ministry of Education and Ministry of Finance and Economic Planning should cooperate to establish the bank.
6. To be self sufficient in high level manpower by 1996.	(a) Make realistic projections for each category of profession. (b) Prepare training schedules for the projections.
7. Increase places for girls in secondary schools.	Enrolment ratio for boys and girls in secondary schools should be 1:1

(2) Background to Assignment Two

24. Some of the basic issues and problems facing Tanzanian Education Development are as follows:

(i) A large number of the population still lack basic education. Illiteracy which had been expected to drop to 10% by 1981 still stood at 21% by the end of that year, and at 93.6% by the end of 1986;

(ii) The existence of limited educational opportunities for the majority of standard VII leavers who are unable to proceed to the secondary level;

(iii) The declining quality of education at both primary and secondary levels because of the shortage of teachers, instructional materials, textbooks and equipment;

(iv) Large numbers of children aged 7 - 12 who are unable to gain admission in standard I. This backlog is seriously hampering efforts towards universal primary education (UPE);

(v) External inefficiency: the products of the system lack knowledge, skills and attitudes for engaging in productive activities after school. There is too much emphasis on "paper qualifications";

(vi) Inadequate funds allocated to education and hence the emphasis on self help financing at a time when local enthusiasm and efforts are declining.

(vii) Dependence of diminishing foreign loans, grants and funds for education development.

(a) Assignment

1. Suggest what policies Tanzania should pursue in the next Five Year Plan (1992-1996) to alleviate these problems.

2. Propose concrete measures and strategies for the solution of these problems, taking into account that earlier solutions to these problems have not yielded very fruitful results.

3. Of these problems what do you consider as most pressing and why should urgent attention be paid to them?

(b) Answers:

Suggested Policies, Strategies and Order of Priority

Policy	Strategy	Order of Priority
a. Illiteracy should be eradicated by 1996.	(i) Introduce incentives for the adult educators.	
	(ii) Provide reading materials, radio programmes etc. in order to maintain literacy.	
b. Primary school leavers should have skills for wage employment and self-employment.	(i) Reorganize primary school curriculum to include technical and vocational components.	
	(ii) Decentralize the primary school curriculum to suit the local situation of the learner.	
c. Raise the standard of education at both primary and secondary level.	(i) Improve pre-service teacher training.	
	(ii) Provide in-service training for serving teachers.	
	(iii) Produce high quality and sufficient teaching and learning materials.	
d. Primary education should be compulsory.	(i) Enact or enforce the law on enrollment and attendancy.	
	(ii) Introduce extra sessions to accommodate more primary school pupils.	
	(iii) Mobilize parents to contribute to primary school education.	
	(iv) Train more primary school teachers.	

Policy	Strategy	Order of Priority
(e) Local communities should contribute in the construction and maintenance of schools.	(i) Involve local people in the construction and maintenance of schools. (ii) Institute reasonable school fees.	
(f) Primary and secondary education should be locally financed.	(i) Raise funds locally through government subventions, school fees and school projects. (ii) Introduce education levy in private and commercial institutions.	

(3) Background to Assignment Three

25. At the opening of the seminar the following problems were posed to the participants:

26. The question requiring the attention of educational planning, in the non-physical context, concerns the problem of our primary school leavers. Indeed, the reality of our educational system in Tanzania at the moment, following the introduction of universal primary education, for instance, is that about 500,000 boys and girls complete standard VII each year, out of which only 5 per cent proceed for any kind of secondary or other types of post-primary education. The rest, that is, the remaining 95 per cent are, therefore, left to fend for themselves with little or no kind of assistance whatsoever from society, in terms of training or otherwise, on how to cope with their new life. In fact, they receive the type of education which indiscriminately prepares all of them for further studies, when in reality they themselves and everyone else knows that only an extremely tiny fraction of them will eventually get selected for either public or private secondary schools. What is equally disturbing, we all seem to be complacent hence no effort whatsoever is being made to device something for our youngesters. This problem undoubtedly poses further questions which our educational planners must help us to answer as scientifically as is humanly possible. For example, how realistic and relevant is the content of the education we are imparting to our primary school pupils, especially in terms of how well the vast majority of them are prepared to cope with life in society? Is there, a less expensive method which would enable us to universalize or generalize vocational education beginning from our primary schools? What, in turn, should be the content of such a vocational curriculum, bearing in mind the needs of both the rural and urban areas, on the one hand, and employable skills on the other? Finally, how appropriate or otherwise is our present educational structure, in view of what needs to be done to make our education meaningful and relevant to the majority of our school leavers? In the case of physical aspects of educational planning, a number of pressing questions also clamour for the immediate attention of our educational planners. First, in view of the economic difficulties facing developing countries, like Tanzania, with resources from the government steadly dwindling amidst expanding requirements, how should we mobilize the energies of our people at the local community level, in order to tackle the problems of shortages of classrooms, housing for teachers, desks, etc.? Similarly, how do we establish and expand domestic capacity for the

production of teaching equipment, aids and materials? How can we improve the quantity and quality of our school teachers without unduly increasing the financial burden to the government? What in turn is the optimal allocation of government resources in order to meet the ineducible minimum requirements for our education? Indeed, while the list is anything but exhaustive, it does demonstrate not only the utmost importance of educational planning, but also the need and urgency for our educational planners to address themselves to the crisis which threatens to shake the foundation for our most cherished educational system.

27. What should be the agenda or primary concerns for educational planning in a developing country, like Tanzania? Propose possible solutions to these issues.

(i) Participants deliberations

Primary Concerns for Educational Planning of Primary Education in Tanzania

1. Issues

In a country like Tanzania, the main problems, as cited by the Minister's speech, are:

(a) Too few children (5%) get post primary education while 95% are left to fend for themselves with little or no kind of assistance whatsoever from the society, in terms of training or otherwise, on how to cope with life after school.

(b) The type of education given at primary level is not terminal; it aims at further education. Thus, it caters for the needs of a few and neglects the needs of the large number of school leavers.

(c) Lack of funds to satisfy the many needs of primary school education.

(d) Lack of incentives for the teachers.

(e) Shortage of qualified teachers.

(f) Lack of proper planning and preparation.

2. Possible Solution

(a) The primary school educational system should provide pupils with employable skills.

(b) The curriculum should be changed to focus attention on both academic and vocational skills.

(c) People should be mobilized to build and maintain schools on self-help basis to supplement government efforts.

(d) Give incentives to teachers.

(e) Position of leader of schools and their deputies should be advertised and contested.

(f) Thorough preparations must be made before launching new programes.

(g) Establish teachers' centres and consolidate in-service courses.

(h) Teachers should teach subjects for which they are qualified.

Topic III Objectives and preparation of an Educational Plan

(a) Abstract

28. The paper dealt with seven major issues. First, it explained the concept of educational planning. Then it defined and clarified aims and objectives of education. Third, it analysed the roles of the authorities responsible for defining educational objectives. This was followed by a diagnosis of the present conditions and recent trends. Finally, it gave an assessment of alternative strategies for planning and translation of the plans into action.

29. The presenter highlighted the four basic curriculum questions: to educational purposes which the educational system should seek to attain; educational experiences which would best achieve the purposes; the organization of learning experiences; and the determination of learning outcomes.

(b) Issues discussed

The issues discussed centred on the following two assignments:

(1) Background to Assignment One

Our country has decided that among its objectives for education in the next ten years

it will seek to implement the following universal access to primary education for all children who reach the age of seven.

(i) Assignment

(a) What are the implications of each of these objectives to both the educational planner and the curriculum developer?

(b) What would you do to facilitate the attainment of each objective over a period of years without affecting the quality of education significantly adversely.

(b) Participants' deliberations

Situational Analysis	Implications	Strategies
1. At present the average class size is 95.	1. More classrooms.	1. Introduce multiple clas method.
2. At present the teacher-pupil ratio is 1:33	2. Training of more teachers.	2. Introduce distant teach training.
3. 7-year-old enrolment is 25%	3. More equipment and facilities.	3. Fully utilize places in the teachers' colleg
4. Population growth rate is 3.2%	4. More educational personnel.	4. Utilize local people in the provision of local facilities.
5. Enrolment rate is 2%		5. Consolidate in-service courses.
		6. Re-employ retired teachers who are still able to teach.

Topic VI Educational Policies and Implications for the Educational Planner

(a) Abstract

43. The paper discussed educational policies and their implications for the educational planner and curriculum developer. It also focused attention on the interdependence of educational planner and designers of instructional materials.

44. The presenter highlighted the following: the significance of educational policies as facilitators of national objectives; major sources of policies; and interpretation of policies.

(b) Issues discussed

45. Issues discussed centre on the following assignment:

(1) Background to the Assignment

46. For the majority of pupils who complete the primary education cycle, education is terminal. The government of Tanzania has decided that one of its policies for education would be to diversify the curriculum at both primary and secondary education levels so as to include as many practical subjects as possible.

47. As Educational planners, curriculum planners and implementors of educational policies, you are required to do the following:

(i) Assignment

1. Provide a rationale for this policy directive.
2. State the objectives of the proposed diversified curriculum as you perceive it.
3. List the elements of the diversified curriculum.
4. Provide a rationale for each element of the proposed curriculum.
5. Explain what would be needed to implement such a policy.
6. Propose a strategy for the implementation of this policy.

(ii) Participants' deliberations

I. Primary Education

A. Rationale for the Policy

48. Pupils leaving primary schools have no useful skills for self-employment or wage employment.

A. Objectives

1. To inculcate into the pupils the appreciation of technical and manual skills.

2. To impart practical skills for specific trades.

3. To merge theory and practice.

4. To inculcate scientific attitudes towards life.

5. To enable pupils to acquire permanent literacy and numeracy.

6. To enable pupils promote their culture.

7. To provide a base for further education.

C. Elements

1. Core subjects: Mathematics, English, Kiswahili and Social Studies (History, Geography and Political education).

2. Technical bias: Carpentry, Masonry, Plumbing, Tin-smithery and Crafts.

3. Agriculture: Animal Husbandry, Crop Husbandry, Forestry, and Fisheries

4. Home Economics: Cookery, Needle Work, House Management, Hair-dressing and Laundary.

5. Commercial bias: Book-Keeping and Typing.

D. Rationale for the elements

1. Core subjects - every citizen requires basic knowledge about his environment.

2. Technical bias- pupils need employable skills.

3. Agricultural bias - pupils need employable skills.

4. Home Economics bias - pupils need employable skills.

5. Commercial bias - pupils need employable skills.

E. Implications

1. Needs assessment.

2. More qualified teachers.

3. More buildings

4. Material and financial resources

5. New syllabuses, textbooks, teachers' guides and manuals.

6. More land.

F. Strategies

1. For more qualified teachers - train more teachers through pre-service and in-service arrangments.

2. For more buildings - mobilize parents' contributions of supplement government's efforts.

3. For more material and financial resources seek government funding.

4. For new syllabuses, textbooks, teachers' guides and manuals establish systematic programmes to produce these materials.

5. For more land acquire land from relevant authorities.

II. Secondary Education

A. Rationale for the Policy

1. Pupils need employable skills during and after school.

2. Pupils need preparation for further education.

B. Objectives

1. To inculcate into the pupils the appreciation of technical and manual skills.

2. To impart practical skills for specific trades

3. To merge theory and practice

4. To provide a base for tertiary education

C. Elements

1. General core subjects: English, Mathematics, Kiswahili and Social Studies (history, geography, and political education).

2. Optional subjects: Music, Fine Art, Bible Knowledge, Islamic Knowledge, French and Physical Education.

3. Technical bias: Core subjects are Physics or Engineering Science and Chemistry. Other subjects are Civil Engineering, Mechnical Engineering, Electrical Engineering, Architectural or Technical drawing.

4. Agricultural bias: Core subjects are Biology, Chemistry and Physics. Other subjects include animal Husbandry Crop Husbandry, Forestry and Fisheries.

5. Home Economics bias: Core subjects are Chemistry and Biology. Other subject are Food Nutrition, Clothing and Textiles and House Management.

6. Commercial bias: Book-Keeping, Typing, Accountancy, Office Management and Storekeeping.

D. Rationale for the Elements

1. General core subjects: every citizen requires basic knowledge about his environment.

2. Technical subjects: Pupils need employable skills.

3. Agricultural subjects: Pupils need employable skills.

4. Home Economics bias: Pupils need employable skills.

5. Commercial subjects: Pupils need employable skills.

E. Implications

1. Needs assessment.

2. More qualified teachers.

3. More buildings.

4. More material and financial resources.

5. New syllabuses, textbooks, teacher's guides and manuals.

6. More land.

F. Strategies

1. For more qualified teacher: train more teachers through pre-service and in-service arrangements

2. For more buildings - mobilize parents' contributions to supplement government's efforts.

3. For more material and financial resources - seek government funding.

4. For new syllabuses, textbooks, teachers' guides and manuals establish systematic programmes to produce these materials.

5. For more land - acquire land for relevant authorities.

Note: The programme as a whole should be implemented in phases.

Topic VII Data for Analysis and Decision

(a) Abstract

49. The paper explored six main areas. First, it discussed the meaning of statistics, particularly educational statistics; then the purpose of educational statistics. Third, it addressed itself to collection and analysis of educational statistic. Fourth it explored the significance of data in relation to policy. Fifth, it looked at the application of data for projection of educational development. Finally, it gave a summary of the principles of Educational Statistics.

50. The presenter highlighted the importance of data as a tool for planning. He also highlighted the function of data with regard to description, comparison, prediction, evaluation, research, accounting and monitoring. He went on to highlight data collection methods, data analysis and interpretation.

(b) Issues discusses

51. Issues discussed centred on the following three assignments:

(1) Background to Assignment One

52. Study the tables on distances travelled by pupils from their respective homes to the primary schools and answer the questions below the tables.

Distance travelled from villages to school

Grade	Distance travelled from home to school - miles					
District	1	1-2	2-3	3-5	5-7	Total %
A	39.7	30.8	16.3	7.4	5.8	100.0
B	71.7	20.1	3.2	3.5	1.4	100.0
C	61.1	20.3	14.8	2.3	1.5	100.0
D	46.2	29.9	17.9	2.7	3.3	100.0
Total Region	48.4	27.3	14.6	5.5	4.2	100.0
Grade 7						
A	43.8	24.0	12.0	10.5	9.7	100.0
B	65.1	18.8	10.6	4.6	1.0	100.0
C	55.8	29.1	9.5	2.0	3.6	100.0
D	49.4	25.3	12.6	9.8	2.9	100.0
Total Region	50.1	24.6	11.3	7.5	6.5	100.00

Questions: (a) Which district would you regard as educationally deprived and give reasons?

(b) Which district would you regard as educationally satisfied and give reasons?

(c) On the basis of the data in the tables, where would you advise for location of more primary schools?

(d) The tables above do not provide adequate data for making a fair decision on allocation of more primary schools in the regions. Which data are required for a fair allocation of new primary schools in the next National Development Plan.

(c) Participants' deliberations

(i) Criteria

1. For a standard one pupil to walk over two miles it is considered intolerable.

2. For a standard seven pupil to walk over three miles, it is considered intolerable.

(ii) (a) District A is the most educationally deprived. This is because over 25% of standard one pupils in this district walk over two miles and over 20% of the standard seven pupils walk over three miles to school.

(b) District B is the most educationally satisfied. This is because over 90% of standard one pupils walk less than two miles to school. Similarly, over 90% of standard seven pupils walk less than three miles.

(c) On the basis of the data more schools should be allocated to A and D.

(d) More data is required on the following:

(i) Population distribution.

(ii) Distribution of schools.

(iii) District enrolment rate.

(iv) Class sizes

(v) Rate of population growth.

(2) Assignment Two

53. Take a critical study of the Basic Education Statistics in Tanzania (BEST). Does the booklet cover data on the following, and if not what data should be included in the booklet and give reasons:

(a) Equity distribution of primary and secondary schools.

(b) Efficiency of primary and secondary education.

(c) Efficient utilisation of teachers in the regions.

(d) Distribution of capital and recurrent funds by sub-sectors in education.

(c) Quality of primary and secondary education.

(a) Participants' Deliberations

(a) Equity Distribution of Primary and Secondary schools. The BEST booklet does not show the following:

(i) Data for distribution of primary and secondary schools by regions and districts.

(ii) Enrolment by regions and districts.

(iii) Enrolment and distribution of schools by sex.

(b) Efficiency of Primary and Secondary Education.

(i) There are no data on secondary school droupout rates by regions and districts.

(ii) There are no data on physical facilities in primary and secondary schools by regions and districts.

(iii) There are no data on teacher-pupil ratio by regions and districts.

(iv) There are no data on class size by regions and districts.

(c) Efficiency of teachers' utilization.

(i) There are no data teacher-pupil ratio by region and districts.

(ii) There are no data on teacher distribution by regions and districts.

(iii) There are no data on teacher qualifications and experiences by regions and districts.

(iv) There are no data on distribution by sex by regions and districts.

(v) There are no data on teachers' teaching load by regions and districts.

(d) Distribution of capital and Recurrent Funds by Sections in Education.

(i) There are no data on expenditure by educational levels: primary, secondary and tertiary education.

(ii) There are no data on unit costs per child by levels of education.

(e) Quality of Primary and Secondary Education.

(i) There are no data on the highest and lowest marks of the selected pupils by regions and districts.

(ii) There are no data on student-textbook ratio by regions and districts.

(iii) There are no data on selection to vocational institutions.

(iv) There are no data on national Form IV examination performance by Divisions.

(3) Assignment Three

Study the two tables below and answer the questions below them.

Table 1: Age specific enrollment rate

AGE	REGION A	REGION B
Under 7	84.9	69.1
7	86.9	95.4
8	90.7	104.7
9	101.3	105.4
10	98.7	108.4
11	98.9	117.4
12	96.6	128.3
13	106.6	149.8
14	125.5	185.8

Table 2: Sec Enrolment Rate

	REGION A		REGION B	
7	29.2	32.8	45.2	48.8
8	61.0	64.5	72.0	68.1
9	82.9	75.9	91.3	86.8
10	73.9	71.3	81.2	76.6
11	91.5	80.7	74.8	63.8
12	69.6	68.9	72.8	59.3
13	81.7	70.5	97.6	70.0
14	71.2	52.2	68.4	36.4

Question on Table 1: Official entry age in standard I is 7 years. What does the table reveal? Suggest three alternative ways of increasing participation of children aged 7.

Question on Tables (1) and (2)

54. Discuss the concept of equity within and between the two regions in the provision of educational facilities.

Participants' Deliberation

(a) The table reveals that:

(i) Most of the children enrolled are over seven years old.

(ii) Fewer age seven pupils are enrolled in primary one for both region A and B.

(iii) There are more girls enrolled at age seven than boys in both regions A and B.

(iv) From age eleven the enrolment for boys is higher in both regions.

(v) Both regions enrol children below age seven.

(b) Suggestion of three altlernative ways of increasing participation of children aged seven.

(i) Expand primary schools to accommodate more pupils.

(ii) Under seven year-olds should not be enrolled.

(iii) Repetition should be stopped.

(c) Concept of Equity

(i) Table 2 shows sex equity in region A as revealed by a sex ratio of around 1:1

(ii) Region B shows that boys' enrolment is generally higher than girls'.

(iii) The enrolment rate in region A shows that it has got less facilities than region B.

Topic VIII Educational Planning and Curriculum Development

(a) Abstract

55. The paper had three thrusts. First, it outlined the process of curriculum development. Second, it discussed the impact of objectives, policy statements and directives of policy statements. Finally, it examined the implications of policy statements and directives on curriculum development.

56. The presenter highlighted the changing nature of objectives through time and the need for educations planners to keep abreast of those changes. He also highlighted the responsibility of educational planners to ensure that teachers impart the vital experiences, select the appropriate content and assist teachers to make use of that content and monitor and assess the implementation of the curriculum.

(b) Issues discussed

57. The issues discussed centred on the following.

(1) Background to the assignment

58. It has been stated that the quality of prinary education has been degenerating over the years. It is believed that the efficiency of the primary education system can be improved by providing specialised training for all the primary school headmaster in the organization, management, administration, supervision and monitoring of the educational enterprise. It is desired that such a training scheme should be designed so as to reach all the primary school headmasters in the shortest time possible.

(i) Assignment

59. As curriculum planners, curriculum developers and implementators, you are required to do the following:

1. Articulate the objectives for the proposed training programme.

2. Determine a curriculum for the proposed training.

3. Design an implementation strategy for the kind of training you propose.

4. State what resources would be needed for the implementation of the proposal.

5. In the design of this training programmes, describe the role of the Education Planner.

(ii) Participants deliberation

Answers

1. (a) General Objective

60. To improve the efficiency of primary school headteachers.

(b) Specific Objectives

61. Headquarters should be able to:

(i) analyse and interpret educational policies and directives.

(ii) manage and administer their schools.

(iii) supervise their own schools effectively

(iv) monitor school activities effectively.

2. The curriculum components:

a) School organization

b) School management

c) School administration

d) Monitoring

e) Supervision

f) Curriculum implementation

3. Implementation strategies for the training course

a) Mount residential inservice courses.

b) Mount a situational analysis to determine the content of the syllabus.

c) Prepare a curriculum package for the course.

d) Pre-test the curriculum package.

e) Carry out in phases by regions.

4. The required resources for the course.

(a) Resource persons.

(b) Residential facilities.

(c) Funds.

(d) Transport.

(e) Secretarial services.

5. The role of the education planner

(a) Determine the costs of the course.

(b) Determine the required manpower.

(c) Determine quantities of the instructional materials

(d) Determine the type and number of facilities.

Topic IX Management of Educational Reforms

(a) Abstract

62. This paper defined reform, innovation, change and improvement. It also distinguished reform from innovation and change from improvement. It further examined why emphasis is placed on reform rather than on improvement. This was followed by a discussion on the elements, mechanisms and processes for educational reform. Finally the paper explored the idea of change in education and the personnel involved in educational reform.

63. The presenter highlighted the significance of reform in education, the causes of educational reform, the elements to be changed in the process of educational reform and the management of educational reform.

(b) Issues Discussed

64. The issues discussed centred on the following assignment:

(1) Assignment

65. The government would like to change the present education system in the country from the 7-4-2-3- to 8-4-4. As educators, you have been asked to discuss the pros and cons for the change and come up with:

1. the rationale for such a change;

2. the objectives of education of the proposed change in the structure of the educational system, and

3. since educational and curriculum planners interpret their tasks as largely change tasks, what factors would they have to take into account when the system changes from the present to 8-4-4? What would be their major tasks?

(a) Participants deliberations

(i) Rationale

1. In the present system primary school pupils leave school when they are still too young to cope with life.

2. By the time they leave school they do not have employable skills.

(ii) Objectives

66. Assuming that the new structure will provide enough facilities for both academic and technical/vocational skill the objectives will be:

1. To provide primary school pupils with employable skills.

2. To provide primary schools pupils with strong basis for their secondary school biases.

3. To enable primary school pupils to become more mature before they come out of the school system.

(iii) Factors for Consideration

1. Situational analysis

2. Curriculum change at all levels

3. Facilities required

4. Personnel training and retraining

5. Participation by the public

6. Financing the programme

7. Adequate preparations.

(iv) Major Tasks

1. Educational planner will determine the costs, quality and quantity of physical facilities and equipment.

2. Educational planner will determine the type and quality of personnel training.

3. Curriculum planner will develop, monitor and evaluate curriculum packages for all levels.

PART THREE

X Review, Summary and Conclusion

67. On the basis of an evaluation exercise conducted at the end of the Seminar, and on day-to-day analyses and reviews, a detailed summary and assessment of what had transpired was made. This constituted the conclusion of the Seminar.

68. Recommendations and solutions to the many problems discussed were highlighted under each topic and were therefore not repeated in this summary. Reference to such solutions should be made in the report under each topic.

A. General Review

69. The Seminar was concerned with educational planning, Curriculum Planning, and Curriculum Development, and with the provision of quality education for the nation and for a particular purpose.

70. Before political independence, educational systems were very small catering only for a minute proportion of the population. There was hardly any need for rigorous educational planning and indeed a scientific approach to Educational Planning and curriculum planning was not a matter of any particular concern.

71. The objectives of education at that time were to:

1. Enable us to read the bible,

2. Provide the colonial administration with clerical workers and semi-literate messengers.

72. Since independence, educational systems have been expanding very rapidly and in many cases, the increase in pupil enrolments has been four fold throughout the whole continent.

73. With the passage of time, it has become increasingly necessary for the state to provide the following:

- Additional class-rooms, furniture and equipment.

- A proportionately increased number of teachers who are professionally trained.

- Pupils Books and Teachers' Guides and other reference materials.

- Audio - visual teaching aids of various kinds for all levels of education.

- Competent professional teachers, policy-makers and administrators.

74. The econony of many countries has not been able to cope with the demands of the educational system. There have been many changes in society and so have objectives for education changed.

75. Today we have such objectives as:

- The inculcation of pernanent literacy and numeracy and the ability to communicate thought effectives.

- The laying of a sound basis for scientific and reflective thinking.

- Citizenship education as a basis for effective participation in and contribution to the life of the society and the nation as a whole.

- Provision of basis tools for further educational advancement including preparation for the trades. crafts of the locality and agriculture.

- Develop an inquiring mind and a scientific approach to many situations.

76. It has now become necessary that curriculum planners and educational planners should interpret our objectives for education and to design a programme of education which will facilitate the attainment of the goals of education - personal advancement, family and community advancement and national development, mutual understanding and world peace.

77. At all times, it is the role of Education Planners and Curriculum Planners to be seeking answers to the following questions:

- What educational purposes should the school seek to attain?

- What should we do to achieve our stated objectives for education?

This involves the following:

- Determination of a curriculum for the school system.

- Selection of learning experiences and content.

- The organization and integration of learning experiences and content.

- Determination of all the resources needed to enable the educational system to operate efficiently towards the attainment of the objectives of education.

- Devise a monitoring system which will ensure that the educational system functions efficiently.

78. All these activities demand that educational planners and curriculum planners should be constantly seeking to interpret not only the objectives of education but also educational policies and all manner of policy directives all of which are intended to promote the efficiency of the educational system.

B. Achievements

79. Educational planning and curriculum development have become very important. Indeed they are complementary to each other. It is for this very reason that this seminar has been organized. Its general objective has been to enable personnel involved in decision making, planning, organization and administration of education to become more aware of the complex nature of educational

planning and to better appreciate the inter - dependence of their respective roles. More specifically, it was the intention that the seminar should enable participants:

1. appreciate the importance of policies and objectives in educational planning, curriclum planning, curriculum implementation and curriculum development, evaluation and monitoring of the efficiency of the educational system as a whole.

2. familiarise them with the various approaches to educational planning and alternatives to be made.

3. appreciate the inter-dependence of the roles of policy makers, educational planners, curriculum planners, educational administrators and others who work at the various levels of the Educational System.

80. Thus in the eight days of the seminar participants.

(a) Reviewed the process of educational planning in Tanzania.

(b) Examined the role of objectives in the preparation of an educational plan and their implications for curriculum planning and curriculum development.

(c) Clarified the difference between educational policies and objectives of education.

(d) Discussed the impact of educational policy decisions and directives on educational planning, curriculum planning and curriculum development.

(e) Examined the relationship between educational planning, curriculum planning and curriculum development and analyzed the way in which these are complimentary to each other.

(f) Sensitized themselves to the problems of educational reforms and their management costing and financing educational reforms.

(g) Learnt something about the collection of data for analysis and decision making.

(h) Came to appreciate and recognize the value of monitoring and evaluation in education and got some idea of how to go about monitoring and assessing the efficiency of the educational system.

81. Participants had a number of brain-storming exercises which enabled them not only to exchange experiences but also to appreciate the complex nature of educational planning and the way in which it helps to create order out of chaos.

82. At the end of the seminar, participants knew that educational planning helps to give meaning, purpose and direction to the course of education. It is in many ways the responsibility of educational planners to facilitate the work of curriculum planners, curriculum developers and teachers in the class-room.

83. During the two weeks participants felt that they had learnt something about the following:

(a) The process of curriculum development and the role that it plays in educational planning.

(b) The concept of educational planning how it gives meaning and direction to the implementation of educational programmes.

(c) How the objectives of education guide both the educational planner and the curriculum planner and teachers in the field.

(d) How objectives enable us to assess the performance of the school system and to monitor the effectiveness and efficiency of programme implementation.

(e) How educational policies and policy directives facilitate effective programme implementation and how they contribute to the attainment of the objectives of education.

(1) <u>Hierarchy of Objectives</u>

That there is a hierarchy of objectives.

- Development objectives
- National objectives of education
- Objectives of a cycle of education
- Subject objectives
- Topic or unit objectives

- Lesson objectives

84. Each level of objectives is designed to contribute to the achievement of the national objectives of education.

It was emphasized that everything a curriculum developer does must be consciously designed to promote the attainment of the objectives of education.

(2) Evaluation and Monitoring an Educational System

Participants learnt not only how to evaluate and monitor the implementation of education programmes - but also the role and importance of formative and summative evaluation.

(3) Costing and Financing of Education

The costing and financing of education is the life-blood of the educational system. Financial resources made available to education are limited and so it is of vital importance that cost effective strategies should be found for the effective implementation of education programmes. They were also introduced to the various methods of reducing the costs of education, while the same time trying to sustain a minimum acceptable standard of effectiveness of efficiency.

(4) Data for Analysis and Decision Making

85. Participants also learnt something about the collection of vital data needed for analysis for the purpose of taking decisions of all kinds concerning the development and monitoring of the provision of education.

(5) Educational Planning and Curriculum Developments

86. Educational planning, curriculum planning and curriculum development are inter-related. Their objective is to contribute to the attinment of the objectives of education.

87. Educational planning, curriculum planning and curriculum development are complementary to each other. All the phases of the process of curriculum development are intended to promote the attainment of the objectives of education. Educational planners provide the curriculum developers with the means to execute their responsibilities.

C. Finale

88. All in all the seminar was refreshing; it was professionally stimulating. Participants had reasons to believe that all of them had derived the maximum professional benefit from the exercise. Indeed they were professionally enriched by their association with the resource persons in the fields of educational and curriculum planning.

89. Participants felt that this was only the beginning of a long series of opportunities to come together in order to discuss problems and issues which concern the education of our children and of our nation. Their function was to do everything in their power to promote national development through quality education. Their responsibility was to constantly seek or yearn to improve the effectiveness and efficiency as professionals in education. The seminar had been only one way of enabling them to better understand the nature and scope of them. Indeed their perspective of education had been broadened. They pledged themselves to dedication and commitment in the task of nation building through education.

90. Further, they recommended that every effort should be made by the Institute of curriculum development and the Ministry of Education to hold more seminars on educational planning and curriculum development for the benefit of those who had not participated in this one; and also to hold follow-up seminars.

Annex I

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3. Mr. T.A. Mwungi	- Chief Curriculum Developer, ditto
4. Mr. F. Lutatinekwa	- Senior Curriculum Developer, ditto

Seminar Papers

1. Educational Planning in Tanzania since Independence 19 pp.
   Noah E. Mugogo (Tanzania)

2. Problems and approaches to Educational Planning 37 pp.
   Peter H. Chiwona (ECA)

3. Objectives and Preparation of an Educational Plan 30 pp.
   Noah O.H. Setidisho (MIE)

4. Costing and Financing of Educational Reforms 39 pp.
   James Z. Banda (Zambia)

5. Monitoring and Evaluation of Educational System 55 pp.
   Peter H. Chiwona (ECA)

6. Educational Policies and their Implications for the Educational Planner.
   Noah D.H. Setichisho (MIE)

7. Data for Analysis and Decision 32 pp
   James Z. Banda (Zambia)

8. Educational Planning and Curriculum Development 10 pp.
   Noah O.H. Setichisho (MIE)

9. Management of Educational Reforms 22 pp
   Peter H. Chiwona pp (ECA)

Discussion Groups

Participants are in six groups: A,B,C,D,E and F. The first two named persons in each group will be the chairpersons for that group. The group members, in each group whose names are in parenthesis will be the group rapporteurs. The groups are as follows:

GROUP A

1. Mr. N.D. Tuntufye
2. Mr. M. Majili
3. Mr. C.K. Maagi
4. Mr. C. Kalugula
5. Mr. E. Kijame
6. Mr. S. Luambano
7. Mr. J.A.P. Matulu
8. Mr. D.S.L. Mgema
9. Mr. V.M. Kimaryo
10. Mr. C. Mmuni
11. (Mr. T.A. Myungi)
12. Mr. E.R. Rugakingira
13. (Mrs. C.K. Rwezaura)
14. Mrs. M.C. Shuma

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13. Mrs. A. Rugumyamheto
14. Mr. L.M. Sago
15. Mr. T.D.K. Msuka

GROUP C

1. Mrs. K. Mponguliana
2. Mr. A.A. Mburuja
3. Zanzibar
4. Mr. A. Modesti
5. Mr. G.O. Dias
6. Mr. C.M.B. gunze
7. Mr. J. Kasase
8. Mrs. M. Kimambo
9. (Mr. Y.R.O. Mbega)
10. Mrs. I.A. Mosha
11. Mr. E.A. Moshi
12. Mr. G. Bishimiye
13. Mrs. g. Teggisa
14. Mrs. L.D. Mg'wandu
15. Mr. A. Lyimo

GROUP D

1. Mr. I.A. Mnzava
2. Mr. W.T. Mwalazi
3. Mr. Z. Mpogolo
4. Mr. P.A. Chamwali
5. (Mr. V.M. Bukozo)
6. Mr. L.M. Kaino
7. Mr. S.S.G. Mahai
8. (Mr. A.M. Mbunda)

9. A.B. Mushi
10. Mr. Z.M. Msengi
11. Mr. V. Msinde
12. Mr. P. Mkoma
13. Mr. N. Otieno
14. Mrs. B.T. Dlamini
15. Mr. J. Moyo

GROUP E

1. Dr. M.M. Myungi
2. Mr. I. Hatibu
3. Mr. F. Chale
4. Mr. I.P. Isengwa
5. Mr. F. Lutatenekwa
6. Mrs. W.R. Mweta
7. Mr. A. Mwambogela
8. Mr. W. Musyangi
9. (Mr. D.A. Mtavangu)
10. Mrs. L.F. Mzaba
11. Mr. A.S. Ndeki
12. (Mr. J.M. Nkongo)
13. Mr. B.R. Seka
14. Mr. M.J. Wadi

GROUP F

1. Mr. R. Kiyao
2. Mr. K.A. Hassan
3. Mr. T.S. Kamwela
4. Mr. E.B. Kaungamuno
5. Mr. S.R. Kapinga
6. Mr. S.A. Mapunda
7. (Mr. S.P. Mkoba)
8. Mrs. E. Mhehe

9. Mr. F.D.T. Mwinangwa
10. Mr. M. Mwanjisi
11. Dr. E.M. Nkumbi
12. (Mr. F.D. Sichizya)
13. Mr. B.M.L. Nyambo
14. Mr. D.M. Mandi

Group reporting will be done in two phases. Three groups will report to each of two subplenary sessions comprising groups A,B,C, and D,E and F respectively. The deliberations from the two subplenary sessions will then be reported to the main plenary sessions by the subplenary session chairpersons. The chairmanship of the subplenary sessions will rotate among the three discussion - group chairpersons, eg. A,B,C or D,E,F.

Each days' deliberations will be made available for typing the following morning.

TIMETABLE

WEEK ONE

Annex V

DAYS / TIME 15	MONDAY FEB. 1988	TUESDAY 16 FEB. 1988	WEDNESDAY 17 FEB. 1988	THURSDAY 18 FEB. 1988	FRIDAY 19 FEB.88	SATURDAY 20 FEB.88	SUNDAY 21 FEB.88
9.30-10.00 a.m.	Pre-Seminar announcements general information	Problems and approaches to educational planning	Objectives and preparation of an educational plan and their implications	Costing and financing educational systems	Monitoring and evaluation in education system	Excursion trips for visitors	
10.00-10.30 a.m.	TEA BREAK						
10.00-12.30	Opening Ceremony (special programme)	GROUP DISCUSSIONS				EXCURSION FOR VISITORS	
12.30-2.00	LUNCH						
2.00-3.00 p.m.	SUBPLENARY SESSIONS						
3.00-4.00 p.m.	MAIN PLENARY SESSIONS						
4.00-4.30 p.m.	TEA BREAK						
4.30-5.00	Discussion in plenary	Rev. of Topic TWO	Rev. of Topic THREE	Rev. of Topic FOUR	Rev. of Topic FIVE		

WEEK TWO

DAYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
TIME	22 FEB. 1988	23 FEB.1988	24 FEB.1988	25 FEB.1988	26 FEB.88	27 FEB.88	28 FEB.19
8.30-10.00 a.m.	Educational policies and their implications for the educational planner and curriculum developer	Data for analysis and decision	Management of educational reforms	Educational planning and Curriculum Development	Evaluation of the seminar	Departures	Departures
10.00-10.30 a.m.	TEA BREAK						
10.30-12.30 p.m.	GROUP DISCUSSIONS				Closing ceremony (special programme)		
12.30-2.00 p.m.	LUNCH						
2.00-3.00 p.m.	SUB - PLENARY SESSIONS						
3.00-4.00 p.m.	MAIN PLENARY SESSIONS						
4.30-5.00 p.m.	Rev. of Topic SIX	Rev. of Topic SEVEN	Rev. of Topic EIGHT	Rev. of Topic NINE	Rev. of Topic		